

**Title VI Webinar
Courting A Relationship with Title III
February 14, 2018**

**Speakers: Laurai Atcitty, Karen Primer, Heidi Robertson from Intertribal
Council of Arizona**

Operator: Thank you for standing by. At this time, all participant lines are in a listen-only mode. After today's presentation, you will have the opportunity to ask questions. And if you wish to ask one over the phone, you may press star then 1 at that time. Today's conference call is being recorded. If you have any objections to this, please disconnect at this time. Now, I would like to turn the call over to your host for today: Ms. Tara Nokelby. Miss, you may begin.

Tara Nokelby: Thank you. Good afternoon and thank you for joining us today. My name is Tara Nokelby, and I will be facilitating your webinar. Today's webinar will be "Courting a Relationship with [unintelligible] from our speakers Laurai Atcitty, Karen Primer, Heidi Robertson from Intertribal Council of Arizona. This presentation will be recorded and posted on Older Indians at a later date. There will also be a question-and-answer session at the end of the presentation. At that time, you can press star 1 to open up your phone line or you can put your question in the WebEx chat box, and I can read it aloud. So, at this time, I will turn it over to our speakers.

Laurai Atcitty: Hi, good day, I guess. Happy Valentine's Day, by the way. Again, this is Laurai Atcitty. I am the director of the area agency on aging. We have Karen Primer, who is the grant accountant for ITCA, and also Heidi Robertson, who is the triplet program specialist. Welcome. And we're actually here to do a presentation for you on Courting a Relationship with Title III. Keep in mind we wanted to give you our view of how we work with Title III and VI at the Intertribal Council of Arizona, but today's discussion will focus on what an area agency is, the Older Americans Act and Triple A and the relationship, what support can tribal communities receive from Triple A's, benefits of coordinating Title III and VI, recording and tracking unduplicated activity, and some of our best practices.

Before we speak about the Triple A, we just wanted to give you an idea of the history from the Intertribal Council. The ITCA was established in 1952. We are a non-profit. We take action on matters that affect the tribes collectively and individually. We are here to promote tribal sovereignty. We are here also to strengthen tribal governments. We oversee 21 tribal nations in regard to Title III grant and VII, but before I get to that, I'm sorry, we should discuss just the timeline. So, ITCA, Intertribal Council of Arizona, was established in 1952. The Older Americans Act was in 1965. Our Arizona Indian Council on Ageing, also known as AICOA, is our tribal elder advisory board, which is a requirement to have as an area agency. We are needing to have an advisory board. Ours was created in 1976. The area agency was created in 1979. We are known as Region VIII. We were established in 1979 to administer the Older Americans Act program. We support Title III and VII programs for 17 tribes and Title IV for a consortium of four tribes. Excuse me, Title VI for a consortium of four tribes.

So, let's get to the first item: What is an area agency? I thought the best definition was provided by our N4A, the National Association of Area Agencies. It stated that it was established under

the Older Americans Act in '73 to respond to the needs of Americans 60 and over in every local community, providing a range of options to allow older adults to choose the home and community-based services and the living arrangements that suit them best. AAA can make it possible for older adults to age in place in their homes and communities. So, that's what we are tasked with as an area agency in the state of Arizona. I wanted to give you an idea of what the state of Arizona provides in regard to area agencies. So, when we're looking at this map, on the left side is the state of Arizona, which is about 113,000, almost 114,000 square miles. There are 13 counties in Arizona. As you can see, it's Mojave, Coconino, Navajo, Apache. And in those 13 counties, you'll see on the left that it is broken up into 8 area agencies. So, there's 8 state area agencies and two of those 8 agencies are tribal agencies. So, if you'll notice on the right side, we have a map of all of the tribes in Arizona. So, there is 22 tribes in Arizona. One of the area agencies is the Navajo Nation, which encompasses that section of the state. And the other is our area agency, which is region 8. And we take care of the 21 tribes, the remaining 21 tribes in Arizona, including the Hopi Tribe which is also within that Navajo Nation area.

Now, when we're talking about AAA's, many of our guidelines, our direction comes from the Older Americans Act. So, I think that we definitely wanted to mention the importance of knowing the Older Americans Act and what relationship AAA's have to it. So, I just very briefly decided sections within the Older Americans Act and hoping that when you have time, I know that you all have busy schedules, but if you have some time, to look at these sections. So, the guidelines in the Older Americans Act establish direction for area plans in Section 306, which is a plan that is required from the area agencies to state how we will provide coverage in our service areas, what services we intend to do, why there is a need for these services, and more of a strategic plan of how we intend to accomplish these services. The state plan is something that's required by the Division of Aging Adult Services through Arizona. That is their direction, and that is in Section 307. When getting involved in AAA, and I know that I looked at some, I did some research on AAA's and I think one of the things that I wanted to mention when it comes to AAA's was a report that came out from N4A regarding Title VI, and it mentioned that when they surveyed Title VI program managers in regards to their partnerships, when it came to AAA's they partnered with them for a good portion of their services. And that partnership was about 91%. The top 3 partnerships that Title VI had were with the Indian Health Service at 93%, AAA at 91%, and Tribal Health at 90%, which was really great to hear that there is, we're seeing more of a strengthened bond, a strengthened connection with AAA's in tribal communities.

I think if you're looking to get involved with AAA's, we wanted to give you some items to look at. You're more than welcome to request a copy of both the plans and meet with the AAA's and state directors to discuss how they can work with you and these requirements because we're speaking on your behalf. For us at region VIII, we're speaking on the 21 tribes behalf to say this is what is happening in our tribal communities and this is what we are in need of and this is what we need support with and this is what we're looking for when we're asking for resources. You can find out when these plans are being updated or rewritten. Typically, every 3 to 5 years. So, you want to see when they are being drafted so you can be involved. Ask to be on the advisory board or other committees. There are coalitions out there: state coalitions, there are advisory boards that are required of AAA's. So, for our purposed we have the Arizona Indian Council on Ageing Advisory Board, which is made up of a representative and an alternate from each of those tribal communities that we support. Be sure to attend public hearings. Public hearings are

also a requirement of an area agency, and that is when we are gathering input to draft our area plans.

I wanted to now hand this section over to Heidi Robertson, who will talk about what we do at ITCA.

Heidi Robertson: Alright, hello everyone. Happy Valentine's Day. So, here at ITCA we are located in Phoenix, Arizona so we're really centrally-located within the state. We have 6 people on staff, and they each focus on different services and service areas. We do things from health promotions, advisory boards, we help strengthen your congregate meals, home-delivered meals, and each of the staff is cross-trained or in the process of being cross-trained in all the different services. So, although we each have our own specialties, we are a bit knowledgeable about what is going on and what each of the other services, what is entailed in those. And then for program development, again we really want to enhance your services and to know that you're doing the best you have the best knowledge and the best skills to give your services to your client. An example of what we did, we've got a grant for Matter of Balance, which we were able to offer to two tribes. So, we wrote the grant and then two tribes are now able to have done the Matter of Balance for this fiscal year. Our program is [unintelligible] evaluations. We do annual monitoring. With that we monitor the services for both Title III and Title VI. Then we send out a written report within 30 days and any corrective actions that we see that need to be done. The tribe also gets a 30-day response window of how they are correcting these things. Then, for advocacy. This is really our advisory board. They do legislative policy briefing with tribal leaders and they advocate for the Older Americans Act and the resources. So, the advisory board is really beneficial in this area because they know what's going on in the tribes. They know the resources that you have, that they have, that they need. And they're really the best people to advocate for these services. For research development we do toolkits, forums. Right now, we're working on a release of confidential information form that the tribes can use. And then other waivers as well. And then tribal agreements. This is really ongoing. An example is the program funds that we send out yearly, but we also amend whenever possible, for example if we get more carryover funding...and then we amend the contracts and get more funding out to the tribes.

We also work with intergovernmental agreements. For instance, we have two tribes and we assisted with the intergovernmental agreements for congregate meals. So, one tribe wanted to support their elders in getting them lunches. However, they did not have a kitchen. So, we were able to work with another tribe who had a kitchen, so that the other elders could eat at the kitchen. And then for grant writing, all of our staff is trained in grant writing, and we offer two scholarships for two of the program managers at this last grant writing workshop that was just held just a few weeks ago. And then technical assistance and training. So, we do strategic planning. We've trained on things like strategic planning, customer service, and we do an overview of responsibilities. And then we coordinate trainings with other individuals as well to get the knowledge out there. In coordination of Title III and Title VI, so this is really what this presentation is all about. How we go back and forth and try to support both programs to enhance each other.

And then support the advisory board as we mentioned earlier, our advisory board is necessary, but also, they do a lot. So, we try to support them. We help them with their quarterly meetings,

their conferences. They have a big conference every two years, advocacy efforts, and we also help them with recruitment.

So, technical assistance and training. We really try to help the tribes understand the programs and the services that they currently have and that we offer. That way they are able to find the best programs to suit their particular needs. So, training. This is just a list of the trainings that have either happened this year or are about to happen. Mental health training will be put on at the end of next week, and then the driver's training will be in March. We have done things like a cook's training to give the cooks nice skills, menu planning skills, the grant writing training, as I mentioned earlier, we were able to send two program managers to get trained in that. We do different certifications, like the [unintelligible] certification, contracts and budgets. This is where Karen really takes a big part in contracts and budgets, and she'll be here to answer any questions you have regarding this area at the end of the presentation. And then professional development in management. So, here we do a lot, we do quarterly meetings for our program managers. And there we do presentations on the current grant status. We've done presentations on conflict resolution and leadership styles. We'll have third parties come in that can offer resources in the communities, such as recently we had a resource come in, a presenter come in about opioid addiction. So, the program managers learned about opioid addiction, and then they also received some toolkits to help with overdose in their community. And then system reporting access for the system called DARS. And this is, DARS is really just for Title III. We do a lot with Excel as well. In our Title VI reporting is done through Excel. We are asking that our Title VI tribes report to us quarterly. And this is really just so that way the information is not lost. It's easy for sign-in sheets to get lost and records to get lost or to just forget about a really good program you did at the beginning of the fiscal year and it's now the end of the fiscal year.

I think the other thing that we like about looking at more of a quarterly option for our Title VI tribes is so that we can see how they are operating in regards to meeting their goals. So, I know all of you when you submitted your Title VI grant, you had to establish how many participants you had in your community, and then you had to state how many units you could contribute based on your population. What we do is we also break it down for our tribes to say this is what we, based on what you have told us in your population, this is what we mentioned in the grants and that you would accomplish, and here is your quarterly goal for meeting that obligation. So, that's something that also allows us to kind of keep track and not find, not be surprised at the end of the year. It really helps us to monitor the progress.

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And we also do annual public hearings as well. We do annual meetings with several tribes to get input from the community about what's working well for them and what's not working well for them, what the unmet needs are in that community. So, we'll go to several tribes within the year and we try to get a diverse amount of tribes. So maybe a more rural tribe or a more, smaller tribe versus a larger tribe. And we try to get a variety of different services as well. And then we also meet with our advisory board and gather inputs from them as well. As we mentioned a few times, the advisory board are really an essential part to this advocacy piece. And needs assessment, we incorporate Title VI needs assessment to construct the Title III area plan and this Title VI needs assessment is a recent accomplishment with those. And it was approved through

the Division of Adult and Ageing Services. What we tried to look at is really trying to minimize the amount of information that we request, so what we looked at is we looked at Title VI and there was already an ongoing needs assessment which was gathering information that was also required for an assessment on the Title III side. So, instead of assessing the client twice for two separate funding sources, we asked the state if we could utilize the Title VI report, which, in actuality, was a lot more in-depth than the assessment required on the state side. And I apologize to the state, I'm not trying to say anything bad, but it did offer a lot more information with the Title VI evaluation. So, we explained that to the state, and they allowed us to use the Title VI assessment for our Title III proposal through our area plans. I think that was a great way to coordinate Title III and Title VI efforts. It was another thing with the coordination to the assessments because we assess the clients. We ask our tribes, our 21 tribes, to use one assessment, which is our Title III assessment for all these services, for their Title VI clients as well as their state-funded clients, if they have state-funded clients, so that it is easier to transition them to other opportunities within the grants provided they are eligible. But it makes it a lot easier to have just one single format.

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So, for partnership care, we do a lot with networking and we try to get out there for as many networking opportunities as possible. And in fact, we do an overview of our services so that everyone knows what an area agency does and what we try to do here at the Intertribal Council of Arizona. And we establish connections throughout the state with colleges, with nonprofits, with various tribes, and also with the other area agencies of ageing throughout the state. And with this partnership, we are really able to get a good idea of statewide data, know what...for example through this partnership we have learned that Matter of Balance and Enhanced Fitness are some of the biggest programs in the state. So, they're great at accessing statewide information and compiling this information to know what's going on our communities. And then, as far as partnership development, partnership development...they help with our advocacy efforts. Then of course, we can't mention advocacy without mentioning our dedicated advisory board. And then we also partner with technical assistance. So, this is the importance of assessment and how it relates to demographics and future funding. So, when you fill out the intake document, please fill out all of the demographic information, including the poverty level question because this really helps to get a good idea of what's going on in our communities, of who meets needs. And it also helps strengthen arguments for future funding.

And then to break it up, we wanted to show you what we do here so this top, this half part is our advocacy efforts and our AICOA advisory board. So, there's this top left-hand picture is our previous president who is in D.C. advocating, and then the top right-hand picture is the advisory board, and the bottom left-hand picture is AICOA our advisory board meeting where they're discussing the upcoming conference, and then the bottom right-hand picture, it shows them working on their bylaws. And I'll turn it back to Laurai now.

Laurai Atcitty: So, now that you have an understanding of what we do here, we wanted to narrow it down to the focus of Title III and VI. For the...for our responsibilities under Title III, if you'll notice the left side, these are all the services that we have within tribal communities. Ongoing meeting the requirements of the scope of work for Title III and also the measurement of

unit requirements. So, anything that is handled on the left side is definitely Title III-supported with the division of Ageing and Adult Services. They are to provide resources and support to us if we need it as an area agency. But Title III goes to 17 tribes like I mentioned earlier, and then on the right side, you have Title VI, which goes to four of our tribes, the consortium tribes. And if you'll notice, there has to be some coordination because you can definitely see that there is services that are very similar on both ends. The congregate, the home-deliver, the transportation, the caregiver support services. So, we are constantly having to figure out how these two could work together and how the system can mesh, but without duplicating units. That's the key thing is we have to make sure that whatever service is rendered, we have unduplicated units.

So, why we see that the benefits of coordinating III and VI, we notice that it eliminates and avoids duplication of service in some instances. And I'm going to show you a little bit more later because I know you're like, "How does it avoid duplication when you have congregate and congregate and home-delivered and home-delivered?" We'll make that a little bit more clear in the next couple of slides. It also, by coordinating III and VI it allows us to be available to provide quality assurance for both programs. Like Heidi mentioned, we have a monitoring tool. We go out and we monitor all of these services in each of these tribal communities annually. And we make sure that we use one toolkit, just like we use one assessment we use one toolkit, so we also have one...we're trying to go toward one contract as well. Something very similar in having the contracts resemble each other. That's kind of what we're looking at, is making sure it makes it a little bit easier to practice both programs. So, quality assurance is definitely a place we maximize our available resources, and there's so many other things we could have included. But we just very quickly said it maximizes available resources for training, for service availability, like Heidi mentioned, menu planning because now they can have their menu approved for Title III and VI. There could just be one menu. So, it helps to make things a little bit easier. It helps to expand programs and make more programs available. And overall it improves the quality of life. So, we wanted to show you a little picture of chair volleyball in a chair volleyball tournament that we hosted about a year ago. So, these are things that we focus on when we're coordinating efforts. When we coordinate efforts, these are things that we have to look at. We have to understand our timelines. It's very important you understand your timelines for Title III and for Title VI your duration of your contract of when you need to get your reports in. It's something that we are constantly having to juggle. It is a definite juggling act. When I show you in a couple slides from now, you'll see what I mean by being aware of your timeline. We always...when we're talking with our program managers, we always encourage them to be timely in their reporting. This ensures that the funds are adequately spent down. This also prevents us from losing any units or funding. It helps us...we remind them it's helpful to maintain your records, your logs, especially when we come out to do the monitoring of the service. And also, what's helpful is that there is ongoing communication between the program managers and their finance department. So, it might be...definitely some education involved with having to provide information to the finance department about what those service requirements are and how they are measured in order to expense for that service. So, that's something that we remind them to do. And also, making sure that there's no duplication of service units. If you're going to submit something under Title VI for this service, we don't want those units submitted under Title III for maybe that same service.

The next slide is a view of one of our contracts under Title III. So, again coordinating, we created a notification of grant award. And we made sure it resembled, right now it resembles the

state funds contract. Eventually, we want to figure out how we can also make something similar for our Title VI. So, it doesn't look so difficult. I think what happens is we have to look at multiple funding, multiple versions of reporting. We're just trying to simplify the process. We're getting the same results. We're asking for the same units. We just want to make it a little bit easier for our program managers to be able to complete the requirements. If you notice, I color coded this top part on the contract because you can see this is our Title III contract, and then, award, obviously it's a made-up award. But you'll see what services they have: congregant, transportation, enhanced fitness, and certified ombudsman. But what we have done here, as well as our Title VI contract, is we have put in unit goals. Unit goals so that it gives the program managers something to see and something to coordinate around in looking to hit these goals at the end of the year. We see that the grant is from July 1, 2017 to June 30, 2018, and within that year they have to contribute so many units of meals in congregant. Monitoring, again we had said the annual monitoring of Title III and VI are done jointly, and we use one toolkit. We've had some...there have been some times where something has arisen in a Title VI monitoring, and we have spoken with our Title VI contract and they had said, "If we can't find what we are looking for in the Title VI manual, then we need to default to the Title III manual." So, at that point, it made sense to just use one toolkit. So, we now make the program managers aware that if we are monitoring, when we are monitoring, if we are not able to clarify a policy in the Title VI manual, then we will default to the Title III. So, they are aware of both processes.

Again, in coordination I think that other important areas is definitely looking at reviewing your scope of work or reviewing each service requirement for congregants, for home-deliver, for transportation. For instance, transportation we are required to have a physical of the driver done every two years. Measurement of service. The measurement for transportation is one unit equals one-way trip. Requirement eligibility of the client. What is required for them to be eligible for the service. All of this is just going back to understanding the foundation of the program. It is very important to have a strong foundation in understanding the basics. You want to know the rules of the game. So, you want to be very attentive to your Title VI manual, the Title III, and also the Older Americans Act.

So, just an example of the reporting requirements. I wanted to show you what a Title VI service looked like for chore service. And this is why we always have, we have had discussions regarding the service. So, this is an example of chore service where one hour equals one unit of service. And you can see what it encompasses: the heavy cleaning, the yard work, wood chopping. And the measurement of the service is there. We know it's chore service, the measurement, and we are advised to annually report this service. But under Title III, it is known to us as Attendant Care and it's very much the same description. The measurement is 60 minutes of service time equals one unit of service, which is exactly the same measurement, it's just stated differently. And the requirement for this is 3 or more activities of daily living. We need to have an area that is underdirect care certification for this, and this is a monthly reporting requirement. So, you can see it's very hard to figure out the coordination of Title III and Title VI. This is why we are impressing upon you to really focus on the scope of work and your service requirements, because these things come up, but it's the same thing. It's just how we report it differently annually versus monthly. It's also maybe a certification requirement that's required on one, or a requirement in the assessment taken . But an example of what we are constantly dealing with.

The unduplicated reporting chart, and I wanted to give this to you because it's just a sample. But this is just in regards to one service. I wanted you to understand what, and maybe for those that are not program managers, what program managers have to contend with when they're looking at tracking things. So, this is just a sample that we devised. And it's showing an example of 200 home-delivered meal participants that are 60 and over. We made up a number of a budget that they are receiving because they are receiving funds from Title VI, Title III, and state funds of 160,000 combined. They are serving 5 meals a week. So, what we tried to educate the program managers to do is to look at all your funding sources. Be aware of what you have out there. Do you have to write it out? However you need to. Label it. Look at what you guaranteed in your contract. So, if you have 160,000 Title VI, and this is again make up number, gave you 80,000 Title III gave you 48,000 and state funds they gave you 32,000. Then, we look at telling them to break it up. So, you were provided 50% of your funds under Title VI and so on. Be mindful of your timeline, of when your reports are due, and when they're due annually versus monthly. And also, be aware of what you guaranteed in your contract, like for instance, your Title VI contract. So, this person might have said, "I'm serving a population of 100 clients." But what did you promise in that Title VI contract to support? Did you say you were gonna support 1,300 units in that year? Is that feasible? Can you do it? So, you need to look at your 100 clients. You need to say, "Are they eating every day? Or are they eating half of the month?" That's always a range you need to look at. So, we tell them to look at the range. So, for our 100 clients in this sample, we see that in 11 days of the month they can...100 clients can absorb 1,100 units of meals. If they ate every single day, which is pretty impossible, you're gonna have 100 people eating every single day. But, if that ever happened, you would max need 2,200 meals. Annually, you would support between 13,200 to 26,400 meals for the Title VI grant. So, again be mindful of what you have when you're filling out your application as to what you can contribute. So, we did that for each of these for this example. So, you can see now we have made sure that we're effective in efficiently spending down our grants because we have enough people in each of those grants knowing they are all eligible for each of those grants, and that's key that in knowing that they could...knowing how frequently they're coming in to receive the service.

We have tribal, which usually covers other expenses. Although we do have quite a handful of tribes that are not supporting our senior centers, and the senior centers in some of the tribal communities are using only grant funds to do that. So, keep that in mind as well. I think this really gives you an eyeful. It gives you a really good look at what you're contributing within the community, that all your funds are being utilized for, for instance home-delivered. It gives you an idea of what you need to support in the future for funding, what kind of advocacy you're gonna have to do with your funding sources or your tribal community. And I think the other thing to keep in mind is we all don't see this. So, for instance Title III, I take care of maybe a tribe's Title III grant. We take care of the contract saying we've issued 48,000 but we don't know that you have a Title VI grant. We don't know you have a state funds grant. So, we only see a certain slice of the overall picture. Where, that is another reason why it's important for you to really look at everything you have. I know that things that get in the way, and if you look on the far right, things that can throw a wrench in your plans is your staffing. Are you understaffed? Overstaffed? And this is how you would gauge that. Do you have enough supplies? Are your clients all eligible for the service? Do you have short-term eligibility? So, you said there was 100 clients in Title VI, but maybe 10 of them are only temporarily receiving services for 90 days and then they go back to congregate. So, you need to look at your short-term eligibility. Not enough

clients in your funding sources. You need to check on this annually. Do you have enough that are eligible in each of these Titles to adequately spend down these funds? And support your whole tribal community of elders? Things that we also need to be mindful of is portion control. Are you not using your portion control equipment? Food counts, are you seeing that you need to bulk up your meal counts? You're seeing more people coming in at the end of the month, maybe they get their monthly checks at the very beginning, so you don't see them visiting the senior centers to eat, and then they come in at the end of the month. We're noticing more meals are served at the end of month. November and December for us we always see more meals served in those months. Do you have new clients? Every month, I'm sure somebody's coming in to your office asking for additional services. For services because they've turned up aid. So, keep in mind that these new clients and where are you going to put them? Where do you need them to be based on the eligibility and based on the service that they are needing?

So, this is really trying to keep track of this. And if you could keep track of this annually, it really helps to look at trends and figure out where and what you need to be doing in the next year. On duplicated reporting, again, and this is just a smaller version, but when you're coordinating, you're looking at applying for programs. Figure out what you are needing, and, for this particular example, you'll want to show Title VI, III, and state funds. So, for instance, I might have a Title VI client that is eligible also eligible for Title III. They might be receiving a congregate meal, but I could put them in Title III because they need enhanced fitness, or they need information for Medicare under the state health insurance assistance program. So, again, another way of coordinating is looking at what services you have that you can access across your funding sources without duplicating your units.

Just to recap, and before we get questions, it doesn't hurt to ask for assistance, for resources, for information. And I think that's something we always have to think about. If we don't ask, we'll never know. And it doesn't hurt to ask because sometimes we asked this last two years if we could be included in some additional funds through the state and we justified it with the performance of our service and also what units we had waitlisted. And we were given it. And so, it really does help to get out there and get more involved, especially with your local AAA's. Please review your grants annually. See what is needing to be accomplished with your grants. And, overall, just do your best. We wanted to thank you for your time today. If you have any questions, we're ready to take questions.

Operator: And once again if you would like to ask a question over the phone, please press star then 1. Please unmute your phone and record your name. If at any time your question has been answered, you can remove your request by pressing star 2. Once again, that is star 1 for questions over the phone.

Tara Nokelby: And please feel free to use WebEx as well. And you can chat in your question, and I can read them aloud.

Operator: Currently, we have no questions on the phone.

Tara: Thank you. We actually do not have any additional questions in the chat as well. So, at this time, if you would like to receive the PowerPoint presentation, please feel free to enter your

email address in the chat, and I can get that to you. And I want to thank all of our speakers today as well.

Lurai Atcitty: Thank you, Tara.

Tara: Thank you, everyone.

Operator: We did have a question come in if you'd like to take it.

Tara: Yeah, that'd be great.

Operator: We have Bonnie. Your line is open.

Bonnie: Oh, hi. I'm sorry, this is Bonnie at the Wampanoag Tribe of Gay Head (Aquinnah) in Massachusetts. And I had a client walk in and I missed the part when you were talking about state funds. And I'm not clear what the state funds you refer to are.

Lurai Atcitty: Yeah, well, we actually in Arizona, and I'm not quite sure about your state, but we actually have a social service block grant that actually is our state funds.

Bonnie: Oh, I see.

Lurai Atcitty: Yeah, so that goes from the state directly to the tribes.

Bonnie: Oh, okay. Thank you.

Lurai Atcitty: You're welcome.

Operator: And we have no further questions.

Tara: Thank you. So, that concludes today's webinar. Again, if you would like the PowerPoint presentation, you can either email me or you can put your email address in the chat button on WebEx, and I will get that to you here shortly. Thank you so much everyone.

Lurai Atcitty: Thank you.

Operator: Thank you for your participation in today's conference call. At this time, all parties may disconnect.

Tara: Thank you.